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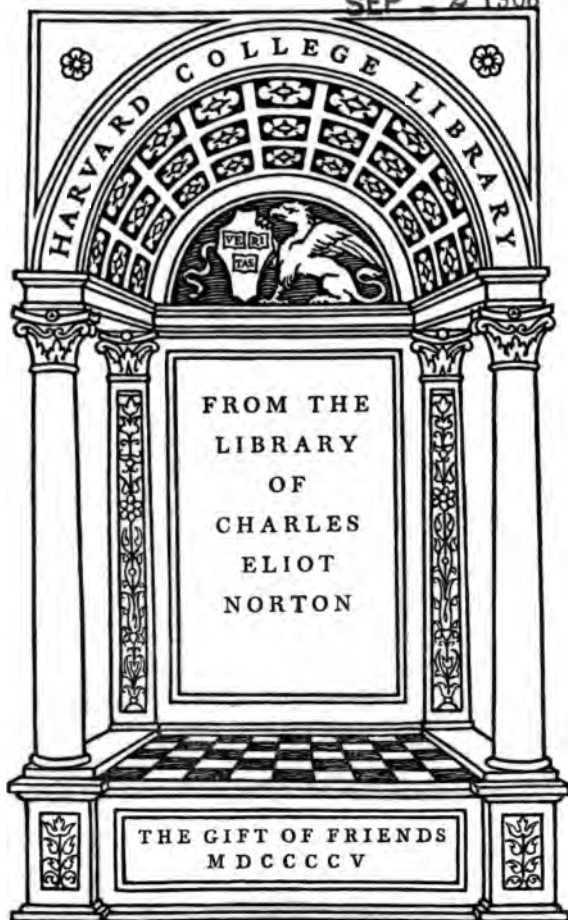


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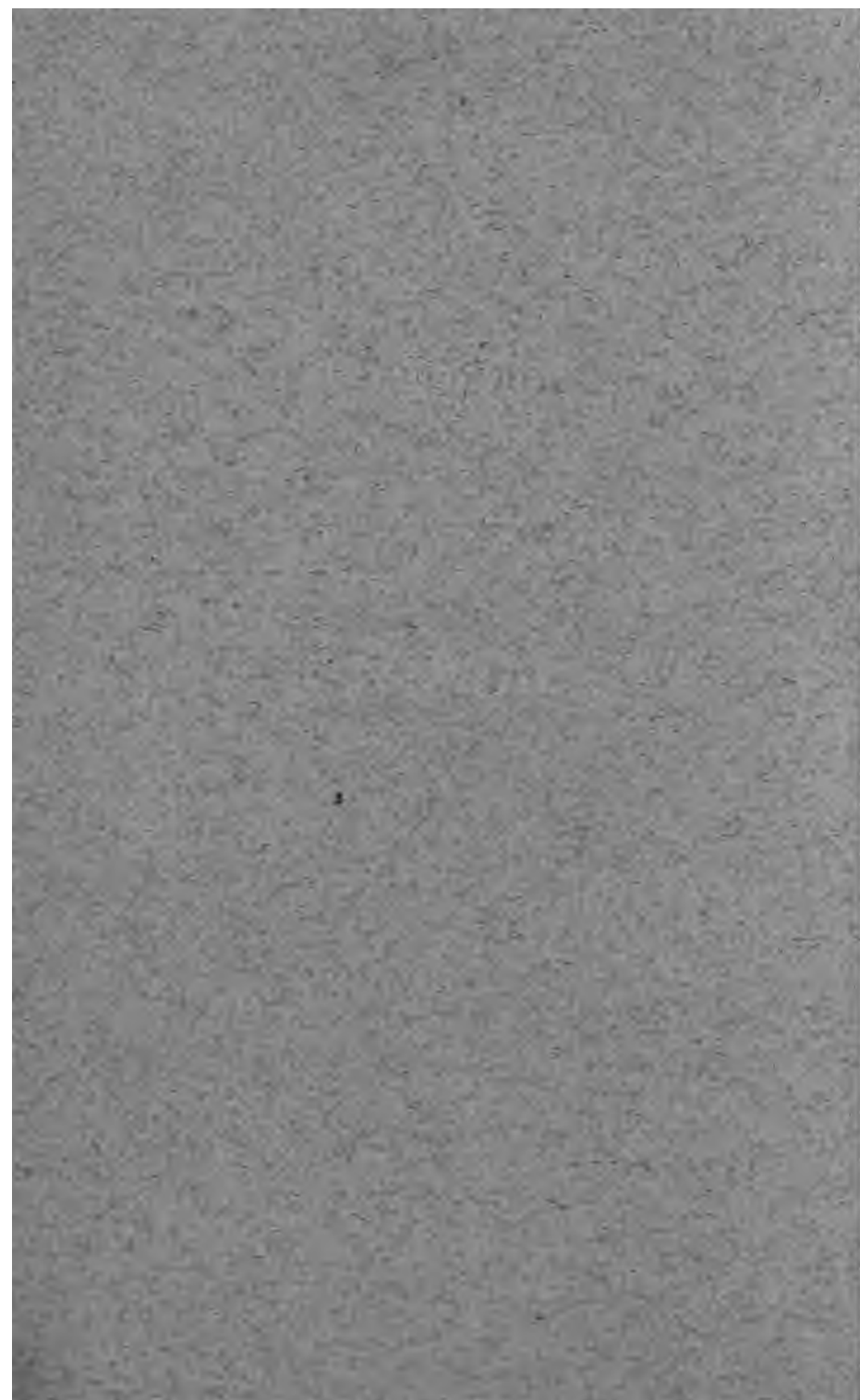




INVALID CHILDREN'S  
SCHOOLS.

BY

Mrs. HUMPHRY WARD.



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# Invalid Children's Schools.

A Paper read at the  
National Conference of Women Workers,  
held at Brighton in Oct., 1900,

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Mrs. HUMPHRY WARD.

LONDON:  
PRINTED BY H. WILLIAMS AND SON,  
222, GRAY'S INN ROAD, W.C.  
1900.



0000.7060.1

25 June, 1909.  
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THE SETTLEMENT SCHOOL.



SENIOR CLASS AT WORK ON MANUAL OCCUPATIONS.

*[A paper read at the National Conference of Women Workers,  
held at Brighton in October, 1900.]*

## Invalid Children's School.

By MRS. HUMPHRY WARD.

IN the programme of the Conference the paper that I am about to read to you is described as dealing with "The Training of Afflicted Children." It touches, however, only one section of this great subject—that of the day-school education of crippled and delicate children — and my claim to deal with the matter so far rests mainly upon the careful observation of a single experiment in which I have been personally concerned. In February, 1899, rather more than eighteen months ago, a day-school for Cripple and Invalid children was started at the Passmore Edwards Settlement, in Tavistock Place, Bloomsbury, by the joint effort of the Settlement and the London School Board. That School I have watched with keen interest since its beginnings, and I now venture to give you an account of it, and to put before you certain arguments based upon the experience derived from it. At the present moment the whole subject of the school training of Invalid children is assuming considerable importance, owing to the fact that the London School Board has lately carried through an enquiry—partly suggested, as I think we may claim, by the existence and success of the school in Tavistock Place—into the number of these cripple children in London, and this enquiry has so far revealed a total of some 1450 children, of whom about 850 are not attending any school at all, while many of the rest are attending irregularly and at a certain amount of risk. The probability is that this number is still largely below the truth. In Liverpool they return at present 700 cripple children; and, if this return is accurate, the number for London must run rather into thousands than hundreds. Probably, however, further analysis will reduce the Liverpool

list. But, at any rate, the belief of those interested in the matter in London is that the cripple and invalid children of our great city, of a kind to be benefitted by the creation of special schools suited to their needs, will be ultimately found to be not far short of some two thousand, of whom a large proportion might be prepared for a wage-earning life, if they were now placed under school conditions suited to their weakness and their need. Meanwhile Bristol and Liverpool have both started schools on the lines of that in Tavistock Place; a fresh and more detailed enquiry into the numbers and condition of London's cripple and delicate children is being pushed forward; and the whole matter is likely to become, in the near future, an important and interesting development of School Board work.

I had better begin with a brief history of the Settlement school.

There have been for some time scattered classes for Invalid Children in London, maintained by private effort. Mrs. Pilcher's class in Stepney—a growth from that excellent Institution, the Invalid Children's Aid Association—and the class so devotedly taught by Miss Sparks, in connection with the Southwark Women's University Settlement, in New Cut, S.E., led the way.

Then, two years ago, the Settlement in Tavistock Place, which has a beautiful building, mainly used, of course, as all Settlements are, in the evening, began to consider whether it, too, could not use some of its rooms during the day for a class of Invalid Children. We began to look into what was already done, and it presently became plain to us that if such a class were begun, it ought (*a*) to be placed under the London School Board, (*b*) to be provided with more complete appliances for the transport and medical care of the children than had yet been attempted. A small Sub-Committee was formed, including the Invalid Children's Aid Association visitors for our district, the head of the Bloomsbury District Nursing Association and a doctor

specially versed in the diseases of children. We obtained a list of children excused from attendance at school on the ground of health from the School Board Officer ; we applied to the neighbouring hospitals, Great Ormond Street, the Alexandra Hip Hospital, the Orthopædic Hospital, and others, for lists of suitable cases among their out-patients ; we had the information of the I.C.A.A. visitors to draw upon ; and from these sources, after much careful sifting, we prepared a schedule of twenty-five cases which was then sent in to the Board. The Board met us at once ; the scheme passed quickly through, and by February a Mistress had been appointed, special furniture had been provided, and the school opened as one of the Board's Special Classes. We, on our side, had not been idle ; we had appointed a Nurse, and we had ordered an ambulance from the well-known builders of invalid carriages, Messrs. Reading & Co., of Ridginghouse Street. I may add that the ambulance, which was to have been purchased by us on the three years system, was generously given to us by Dr. and Mrs. Barlow (it will be remembered that Dr. Barlow is the well-known chief physician of the Children's Hospital in Gt. Ormond Street), within a few weeks of the opening of the school. It cost £100, is fitted with two couches for recumbent cases, and can take besides about eight children and the nurse.

The school opened with 25 children. It has now 45 on the register and an average attendance of from 32 to 38. The illnesses represented in the school at the present moment are as follows :—

Hip Disease	...	...	13 cases.
Spinal Caries	...	...	9 „
Heart Disease	...	...	2 „
Tuberculous Knee	...	...	3 „
Infantile Paralysis	...	...	9 „
Abcesses in groin	...	...	1 case
Water on the Brain	...	...	1 „
Chorea	...	...	1 „
Rickets	...	...	1 „

The children are, as a rule, in frail general health, even where the disease from which they suffer is no longer acute. All of them want special consideration, frequent lying down, special care in food, and medical supervision.

The ordinary routine of the School may be thus described : the ambulance starts at 8 o'clock and collects the children in three rounds, the order of which is varied month by month. The School begins at 9, but by the special grace of the Education Department the registers are not closed till 10.25. Dinner is at 12 in an adjoining room. The children are not admitted to the ambulance in the morning unless they bring with them either their own dinner or 1½d. for the school dinner. As a rule all but one or two children take the school dinner. The nurse presides at dinner—which consists of meat, vegetables, bread and pudding—assisted by two ladies, who distribute the food, and after dinner take the children into the Settlement garden if fine, and if wet, amuse them in one or other of the large rooms of the Settlement. At 1.30 work begins again—in summer at 2—and at 3 or 3.30 the ambulance starts on its rounds. For the children who have to wait at the Settlement till the later rounds, milk is provided, and one of the teachers remains in charge. The waiting time is spent in Summer out of doors, and in Winter the children are gathered, sewing, reading, or otherwise amusing themselves, round a bright fire in the schoolroom, till their turn comes.

As to the education given in the school, that is not exactly my business. We naturally trust that to the School Board. But I may say that it is marked by a great deal of Kindergarten and manual work, that great pains are taken to make it as easy and interesting as possible to these poor little souls, that a certain percentage of the children show marked artistic capacity, encouraged by the ability and enthusiasm of our two mistresses, Miss Milligan and Mrs. May; and that a

Sub-Committee of the Settlement has already been started to devise plans for the after-training of the elder children.

Such is a brief account of our school. The experience of everybody concerned with it has been that the improvement of the children, mental and physical, who are taught in it has been on the whole remarkable. The *happiness* of the school is one of its chief characteristics ; and I hear that the Bristol Board say precisely the same of theirs. And if you remember that many of these children, though possessed of average or more than average intelligence, had never been to school before, and that none of them, except those disabled through accident, had ever been able to attend without pain and difficulty and the greatest irregularity ; if you bear in mind also that a very common lot of a cripple child of nine or ten who cannot go to school is to be locked in a room alone while its brothers and sisters are at school and its parents are at work, you will rejoice with me, I think, in the new possibilities that these schools open. Nothing has been more interesting indeed than the effect of the school conditions on the children's physical state. We shall certainly learn a good deal that is new from these classes as to the psychology of disease and the influence of mind on body. Cases that it might have been thought impossible beforehand to transport and teach with regularity—a boy, for instance, in a spinal box—have benefited greatly, have awakened as human beings and profited as patients. To many of these children chances, before non-existent, have now been offered of earning their own living happily and usefully. And meanwhile the link with home and parents has been kept up, and the effect of the lesson taught by the school upon the more intelligent and affectionate of the parents has been very interesting to watch. Dr. Barlow, who supported us warmly at the starting of the school, went carefully through the children a fortnight ago, and expressed strong satisfaction in the results of our experiment.

Meanwhile Bristol and Liverpool, stimulated by the example of London, had started invalid schools of their own,

equipped also with nurse and ambulance; and the new movement began to excite much general interest. But with the interest criticism also developed. The report of Mrs. Dickenson Berry, M.D. to the School Board, in July, and the evidence of Miss Lucy Haynes before the Conference on the Instruction of Physically Defective Children summoned by the Board, also in July, represented different but convergent lines of criticism. It was argued by Mrs. Berry, who had examined some six hundred and twenty cases of physically defective children, that these children cannot indeed attend ordinary schools, but that provision can be made for them either in the existing special classes for the Mentally Deficient or in the infant schools by prolonging their attendance there beyond infant school age; while Miss Haynes, who has done much admirable work for the Tower Hamlets Schools, maintained that with a little extra care all physically defective children able to attend school at all could attend ordinary school, and special cripple classes with nurse and ambulance were therefore unnecessary.

With both of these points of view all those of us who were already engaged in the daily management of invalid schools, whether in London, Bristol, or Liverpool, disagreed seriously.

In the first place we hold, and we think that the experience of the new schools has shown, that a large majority of the seriously crippled children are, as a rule, far too intelligent and sensitive to be taught with the mentally deficient. The only future chance of these children in life lies in the development of the brain and hand power that most of them possess.

Let me put the following points: The children of the Mentally Deficient classes are not, indeed, idiotic, but only deficient; many of them improve greatly, and amongst them are a certain number of nervous children who are only temporarily dull and who ultimately find their way back to the ordinary schools. But the leading characteristic of the children is, of course, marked brain deficiency, otherwise they would not be in these schools. They learn

with the greatest difficulty ; at 11 and 12 they can hardly answer a visitor intelligently, or tell you what day of the month it is, or do a simple calculation. Mentally and morally you feel that they are abnormal ; that the difficulty with them is not so much the body which, though sometimes delicate, is in the average of cases robust enough, but in the poor, hampered, and dulled mind, which has to be strengthened by the continuous efforts of the teacher to that point where, for ordinary purposes, it is just able to control the organism. The strain upon the teachers is very great ; the atmosphere of the school often depressing.

Now turn to our school at Tavistock Place. Take first the entries in the School History Book :—

Out of 20 entries, 18 are given as of Bright Appearance, Very Bright, Extremely Bright.

In Observation, 18 are Excellent, Very Good or Good ; the rest Fair.

In Memory, 16 are Good, Very Good or Excellent ; the rest Fair.

In Imitation, 18 are Excellent, Very Good or Good ; the rest Fair.

In Attention, 15 are Excellent, Very Good or Good ; the rest Fair.

In Calculation, 13 are Very Good or Good ; the rest Fair.

In Colour, 14 are Excellent, Very Good or Good ; the rest Fair (1 poor).

Special tastes—Drawing, Painting, Modelling, Needle-Work, Gardening, Knitting.

In the entries relating to conduct most of the children are entered as affectionate, conscientious, correct and clean in habits, while moral sense is often “exceptional,” or “strongly developed.”

What a marked, what a striking difference between these and the entries of any Deficient class ! And look at the children themselves. No doubt there are a few among them who are either naturally dull or have become dull and blunted through absence from school, and the languor of ill-health. But as a rule no one who constantly watches these cripple



children can, I think, mistake the general high level of intelligence amongst them, and the existence in them of that sensitive quickness and responsiveness of brain, in the possession of which they differ so widely from the Mentally Deficient. They are at very different stages it is true, and it is very difficult for the mistress to give them all the individual attention that they need. They are often in Hospital, and that breaks off their lessons. One day they are feebler than another, and must lie down instead of learning. But in spite of all this physical drawback, by which they are handicapped as compared with the mentally deficient, how quickly many of them learn, and how eagerly they respond! "Their actual school life," says Mrs. Burgwin, "is similar in detail to that of the best of our ordinary schools. In reading, writing and arithmetic they have made good progress (*i.e.* during the first year of the school), while in the occupations, *e.g.* clay-modelling, brush-work, cane-weaving, macramé work and plain needlework many excel." "I see no reason," says Miss Milligan, the head mistress, "why most of those who remain until sixteen years of age should not do Seventh Standard work by that time. Many of these would be much more advanced by now if Invalid Schools had been in existence earlier." "Many of these children's work," says Dr. Gwyther, in answer to a question from Mr. Graham Wallas, "is full of promise. You see this after they have been under instruction for three months. I was amazed to see what had been done by some of our children. I think you would find among cripples as large a proportion of bright intellect who could reach a high standard of Scholarship as you would find amongst the ordinary children."

So much for the wrong and mistake, as we hold it would be, of combining these children for teaching purposes with the mentally deficient. Their brain power, instead of being dragged down by association, ought to be stimulated and increased in every possible way so as to supplement their bodily

deficiency. Their hope, and the hope of the community with regard to them lies in their intelligence. It is their only capital, and if you place it under conditions which will hinder and retard its development, you are doing these children, in our opinion, the worst injury that can be done to them. And, moreover, were such a policy to be adopted, you would have to reckon with the opposition of both parents and children. Ten days ago, one of our inquirers from the Settlement called upon the mother of a paralysed child in Clerkenwell. With the greatest devotion the mother had carried this child backwards and forwards to an ordinary school, four times a day for many months. At last, owing to the risks of the ordinary school, the teacher persuaded the mother to take it to the nearest class for the Mentally Deficient. But at night, when the mother brought her home, the child cried bitterly, and at last said sobbing: "God has taken away my legs, but He hasn't taken away my head!" I hardly like to quote this story because of one's tenderness and hopefulness for the mentally deficient children; but it is interesting as showing the strong consciousness of the crippled and paralysed child that she was different from them. "Next day," said the mother, "I took her back to the ordinary school, and she has been there ever since." But the mother hailed with delight the possibility of the establishment in Clerkenwell of such a cripple school as that now working at the Settlement.

With regard to the Infant Schools, some of these cases might, perhaps, be profitably left with the Infants a little longer than other children. But there are many cases in which the cripple child, being rather *more* intelligent than its fellows than *less* intelligent, develops more rapidly than they, and ought, after seven, to be given the opportunities of more advanced teaching. Several of these cases of invalid children left in the Infant Schools because their infirmity prevented them from going upstairs have come under my notice. Their teachers at once admitted that although in their opinion it was better for the child to be in the Infants' Department than

at home, the child was much too old for its surroundings and would have profited far more intellectually if it could have been drafted into a Special Class.

With regard to the question as to whether a nurse is necessary for these Schools, I would point to the fact that in the case of some of these crippled or paralysed children lavatory assistance is required ; that some of them have to be lifted into the ambulance, and lifted out ; and that in the case of still active spinal mischief, or of a limb recovering from operation, or of a damaged heart, it is surely very desirable that a nurse should be at hand to see that the child is rightly placed and handled, and also in case of emergency. I may quote a passage in a letter from the Clerk of the Liverpool School Board, reflecting no doubt the opinion of the Doctors who are advising the Liverpool Board and devoting keen attention to the establishment of both cripple and feeble-minded classes in Liverpool. "The services of a qualified nurse are essential in dealing with the worst class of cases, as much injury might otherwise be done to the children in transporting them to and from the ambulance and their homes. The services of such an officer also are very valuable in other directions." The testimony of the Bristol Board is precisely the same, and Miss Townsend, the member of the Board who is specially interested in the School, tells me that after six months' experience those members of her Board who were most doubtful of the necessity or advantage of these Cripple Classes under these special conditions, have been entirely convinced in their favour by the working of the school, and the mental and physical profit it has brought to the children.

As illustrating these contentions, let me quote you a few cases, both from our school, and from the large number of those not attending any school, into whose cases we have been making some special enquiry in Finsbury and Marylebone.

The following seven cases have been taken from the Tavistock Place school :—

M— B— (boy), Age 9.—Has been in Settlement Class since formation. No school before.

Disease—Spinal Caries, with considerable curvature. Very frail child. Often too weak to work, but improving.

Very intelligent. Moral sense exceptional. Memory, Imitation, Writing, Calculation and Colour—"good." Attention, "excellent." Reading, "slow." Special tastes, Drawing, painting and modelling.

Has improved lately somewhat in health, but will require special care for some time to come. Could not stand an ordinary school, and requires transport.

M— H—, age 6.—Attends Passmore Edwards Special Class. Before admission had attended Infant School irregularly, with long absences for illness.

Disease—Hip Disease. Has been in Alexandra Hospital. Child very delicate, has frequent hæmorrhage and is obliged to revert to crutches. Makes steady mental progress, is very happy at school, and shews now some slight physical improvement. Has to be often carried when more ill than usual. Could not attend without transport. Requires lavatory attendance when the leg is worse.

Very intelligent. Observation, Imitation, Attention, Memory, Reading, Writing, Calculation, Colour, all "good" or "excellent," according to Log-Book of School. Teacher reports very affectionate and trustworthy.

F— R—, Age 12.—Very irregular attendance at ordinary schools before admittance to Special Class.

Disease—Right side partially paralysed. At 2½ years old was operated on for talipes. Was at Hugh Myddelton Special Class, but unable to walk to and fro.

Very intelligent child. Imitation, Memory, Writing, Calculation, Colour, "very good"; Attention, "excellent"; Reading, "excellent." Special tastes. Fancy-work. Will be placed, it is hoped, in an Art Needlework Class.

Could not attend an ordinary school. Requires transport and a special supervision.

A—— M——, Age 8½.—Has attended Settlement Class since June, 1899. No school before.

Disease—Water on the Brain and general debility. Suffers from headache, and has to lie down a great deal, but less than when he came. Doctor expects water to be absorbed in time. Marvellous improvement in School through special care. No fits since he came to school.

Very intelligent child. Observation, Imitation, Attention, Memory, Colour, "excellent"; Calculation and Writing, "good"; Reading, "slow"; Moral sense, "excellent." Has much artistic capacity, and has joined special class in Drawing and Design.

Could not possibly attend ordinary school.

P—— C——, Age 8.—Attends Settlement Special Class. Has never been to school before.

Disease—Spinal Disease. Contracted left elbow. Old knee disease. Is in spinal box, and must be carried everywhere.

A peculiar but quite intelligent child. Mind and moral sense steadily developing at school. Fond of hand work, and works hard in spite of the difficulties of his position. Is physically improving. Must still be carried everywhere, and requires lavatory assistance.

Observation, Imitation, Writing, Calculation, Colour—"fair." Attention and Memory—"good."

Could not attend ordinary school, and if he could be transported there could not receive enough special attention to make it worth while. Does all his work on his back.

C—— W——, Age 7.—Has been in Settlement Class 18 months. No school before.

Disease—Congenital Heart Disease. Hands very blue. Requires great care that he does not over-exert himself or get over-excited.

Intelligent, affectionate and trustworthy. Makes steady progress mentally. Observation, Imitation, Attention, "good"; Memory, "good"; Reading, "progressing"; Writing, "fairly good." Has improved since being admitted. Suffers much from heat and cold.

Could not without great risk attend ordinary school. Requires nursing, attention and transport.

A—— L——, Age 13.—Has been for 18 months in regular attendance at Settlement Class. Before, very irregular attendance at ordinary schools, because of operations and illness.

Disease—Hip Disease and general delicacy. Could not have borne the conditions of an ordinary school, but in Special Class has improved wonderfully. Lately suffered from abscess in lower part of her leg, but with doctor's permission was able to attend school almost the whole time, with of course special care and indulgence.

Very delicate boy, but exceptionally intelligent. Attention, Imitation, Calculation—"very good." Observation and Colour—"excellent." Memory, Reading and Writing—"good." Has made great progress at the school mentally and physically. Has now joined a special class in Drawing and Design, and it is hoped that the artistic capacity he shews, together with improved health may lead to profitable employment.

H—— H——, Age 10.—Admitted Settlement Class Oct., 1899. No school before.

Disease—Spinal Curvature and Tubercular Knee. Very delicate child. Has just had leg amputated. Doctor expects him to make partial recovery and to return to school.

Quite intelligent, affectionate and trustworthy. Observation, Imitation, Attention, "good"; Memory, "good"; Calculation, Writing, Colour, Reading, "fair." Special tastes, Hand-work of all kinds. Most brave and patient child. Could not attend ordinary school, and requires very careful transport.

R—— D——, Age 9.—Admitted Settlement Class Spring, 1900, having previously attended no school for two years.

Disease—Diseased knee three years. Very delicate pale child. She was in St. Bartholomew's until lately, and underwent an operation; has made fair progress, but still suffers from knee. Has just had another operation (Sept., 1900). Knee in plaster and iron support, requires much care.

She is bright, obedient and affectionate. Observation and imitation are "good"; Attention, "very good";

Memory is "good" ; Reading and Writing and Calculation are "poor" ; Colour is "good," and she has aptitude for Needlework and Brushwork.

The names of the following five children in Barnsbury and Holloway are taken from the School Board list of Physically Defective Children for Finsbury. The facts given have been elicited by a special enquiry ; they represent children who will probably be admitted before long into a new Cripple Class.

Oct. 12. F—— A——, age 12.

Disease—Spinal Disease and Paralysis of lower limbs. Cannot walk at all.

School Attendance—Caledonian Road School until her accident.

Mental Capacity—Can read, write and knit ; very intelligent child.

Hospital Attendance—National Orthopædic and Epileptic Hospital.

Means of Transport—None.

Lavatory Assistance necessary.

NOTE OF ENQUIRER.—The mother states that the child went to school a little while after her accident, but was knocked down and suffered very much through the fall. She has not been to school since, and will not be sent to any ordinary school, though the mother would be very glad for her to go to an Invalid School. She seems a very suitable case for an Invalid School. The mother could not take her to school, as she has five more children, and also goes out to work.

Oct. 11th. L—— K——, age 12.

Disease—Paralysis. Can walk quite a little—not enough to go out of the house alone.

School Attendance—Has never been to School.

Mental Capacity—Can read and write a little, seems backward but not mentally deficient. She answered questions quite readily.

Means of Transport—Has an Invalid Chair.

NOTE.—The mother said she thought an Invalid School would be a great benefit, but she could not take the child to school, as she had six small children who could not be left.

E— M—, age 8.

Disease—Spinal Disease. Can walk a little.

School Attendance—Did attend St. James' School, but does not now.

Mental Capacity—Backward, probably through being left much alone. Can draw and write a little.

Hospital Attendance—Great Ormond Street.

NOTE.—The mother stated that the Doctor says he must not go to school, as he cannot either sit or lie for long in one position. Sometimes he cannot move himself at all, while at other times he can walk fairly well. The mother could not take him to school, as she goes out to work.

R— F—, age—8.

Disease—Hip Disease. Walks with crutches. Cannot walk downstairs.

School attendance—Has never been to school. Dr. says she is not fit.

Mental Capacity—Appears quite intelligent, and has learnt a little in Hospital.

Hospital Attendance—Alexandra Hip Hospital, for 5 years.

NOTE.—The mother would like her to go to School, but could not take her or bring her back, as she has five more little children.

How are you to deal with cases like these without transport and without a nurse? It might, perhaps, be replied that such cases are best left at home. The answer to that is, that as far as the children from the Tavistock Place School are concerned, in eighteen months they have largely profited both physically and mentally by their school life, and the experiment of bringing them to school has been thereby proved to be useful, both to themselves and the community.

Our Ambulance collects safely from 35 to 40 very delicate children every day, and in all weathers. It brings them under shelter, and it brings them regularly; and in the case of children so often in hospital or Convalescent Home, it is well to remember what an immense boon is this regularity. It enables them to make the most of their scanty time; and their regularity now may be compared with their former irregularity



when they were trying to attend ordinary schools under ordinary conditions.

With regard to the ordinary schools, and the arguments put forward by Miss Haynes, I have now visited about 16 of Miss Haynes' children in the Tower Hamlets, and my final impression is that, valuable and interesting as Miss Haynes' work is, it does not really very much concern the problem of these special classes. It concerns another stratum of children altogether, in another physical condition. Miss Haynes has, I think, clearly shown that with a little extra trouble, a certain number of cripple cases can be accommodated quite safely in the ordinary schools. Not every crippled child is a delicate or invalid child ; and there are a certain number to whom neither the stairs nor the large classes present any real difficulty. A special chair, a little extra consideration on the part of the teacher and the child's companions is enough. At the same time, I remember one boy attending a Tower Hamlets School—a boy of about eleven, who had abscesses on the pelvis bone—sitting up on an ordinary seat in the midst of a large class of healthy children. The mistress was all kindness, Miss Haynes kept a friendly eye upon him ; but I felt that none of us well-to-do people could have borne to see a child of our own in such a plight going through the ordinary school discipline ; and the child's face has often haunted me since. In our school he would have had shorter hours, he would have had a couch to lie down upon ; he would have had dinner on the spot, and he would have been brought backwards and forwards to school without fatigue and without stairs. The mistresses who are seconding Miss Haynes' good work were keen that these crippled or delicate children should come to school, and dwelt on the good effects of their presence upon the other children, in the rousing of kindness and pity. But as soon as the idea of a Special Class was presented to them, it appeared to me that most of them at

once admitted its desirability for some cripples. "Of course," they said in effect, "if it is really a helpless or a seriously crippled case, we cannot give the child full or proper attention ; we only do the best we can." And I would ask you to consider how some of these children, whose condition has been described to you, can possibly be provided for in the ordinary schools. Take the cases of P—— C—— and A—— M——, or of F—— A—— and L—— K——, all four in our opinion most suitable children for an Invalid School ; but no teacher would or should take the responsibility of them in an ordinary school.

I have not yet said anything as to one other very important aspect of these schools, and that is their use as Convalescent Classes. But it is obvious that many a delicate child might be usefully placed under their special conditions for a while, and so saved on the one hand from a total loss of school time, and on the other enabled to make a good recovery and so strengthened to return to the ordinary schools. Several cases in the Tavistock Place Class have borne special witness to the possible usefulness of the Invalid Schools in this direction, and Dr. Barlow, draws attention to the same point in an interesting letter, approving the foundation of the Settlement School.

What then are the practical recommendations which we have to make to the Board with regard to the 1450 or more Physically Defective children into whose school condition they have lately been enquiring ? In my own mind, they take shape as follows :—

(1) The appointment of a special Invalid Children Superintendent, with either high nursing or high medical qualifications, entrusted with the task of examining each delicate or crippled child capable of attending school at all, and assigning it (a) to the ordinary school, with such special instructions to the Teacher as may be necessary ; (b) to a Mentally Deficient Class, if the child is also mentally deficient ; (c) to a Cripple or Physically Defective Class.

(2) The cautious extension by the Board of Special Instruction for the Physically Defective, by the provision of further

Invalid Children's schools in those localities where material for such a school is shewn to exist, not starting too many schools at once, and watching carefully the experience gained. In some special centres for the feeble-minded, where there is still ground, a fresh classroom might be added for the Cripples, with a special Teacher, and separate Playroom accommodation. In other cases, where there is room in the Infant Department, a room might be appropriated to the Cripples. And in others, I would urge the hiring of a small house with a garden. There are many parts of London where such houses are to be found; and one can hardly over-estimate the importance of a garden to these invalid children.

(3) The provision of a Nurse and of Ambulance transport for each Cripple Class. The nurse need not be highly certificated, but she should at least know how to handle and lift a cripple or delicate child, and how to render first aid in emergencies. The ambulance should be light, rubber-tyred, and provided with one or two movable couches for recumbent cases.

(4) The provision of regular medical inspection for all Physically Defective children under the Board, and of at least monthly medical inspection for the children in the Special Classes.

(5) The appointment of Boards of Managers or Local Committees for these classes, differing somewhat in powers and duties from ordinary managers. These Committees should look after the Ambulance, appoint the Nurse, and provide for the children's dinners. They should also be encouraged to take into consideration the industrial after-training of the children.

Such are some of the conclusions to which our experience in Tavistock Place has led us. We must no doubt go slowly and cautiously. But so great is my faith in the possibilities of these classes, that I look forward ultimately to an extension of them which shall represent a most important department of the London Board's work, and a most important contribution also to the health of London. For the object of these cripple schools must be—not to maintain the cripple population, which is too often, as Miss Haynes truly insists, a *neglected* population—at its present level; but to *diminish* it; to take the younger cases in time, to see that the best medical and surgical skill is applied to them; to save the convalescent cases from injury; to make

the most of such educational opportunities as each child's state allows it ; and ultimately to return the greater portion of these little invalids to the wage-earning and self-supporting class. We may want in the end 30 to 40 of these Cripple Classes in London, educating some 2,000 cripple children. Why not? There are now fifty Special Classes in London for the Feeble-Minded, under the intelligent and humane care of the Special Schools Sub-Committee of the Board, and their indefatigable Superintendent, Mrs. Burgwin. The beneficent work of the Board will be only complete when they have added to their care of the Mentally Deficient, care equally intelligent and effective of those cripple and delicate children of whose case I have been endeavouring to give you some account in this paper.

The greater part of this paper was already in type a week ago (Oct. 26, 1900). Since then interesting things have happened. At the second meeting of a Conference held at the School Board this autumn for the purpose of considering the provision to be made for the Physically Defective children of London, with Mr. Graham Wallas in the chair, the following resolutions were passed :

That the School Management Committee recommend the Board to make provision for children who, by reason of physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in special classes or schools.

That children of normal intelligence be not taught with mentally defective children.

That the Board be recommended to make the necessary provision for the medical examination of children to show whether they are physically defective within the meaning of section 1 (3) of the Elementary Education (Defective and Epileptic Children) Act, 1899, and for giving the certificates required by the section referred to. That the Board be also recommend to make provision for the periodical medical examination of physically defective children attending the classes.

That the Board be recommended to make provision of a certain number of centres fulfilling the conditions laid down in the Minute of the Committee of Council on Education, dated the 26th February, 1900, from which experience can be gained with a view to dealing with the whole problem of the education of physically defective children under the Act of 1899.

That the Board be recommended at some convenient time after Christmas next and afterwards at intervals of six months, to call together the Conference.

That in making provision of such centres the Board bear in mind the necessity for effective assistance from a strong local Committee.

That it is desirable that the Board should keep in touch with the work done by other associations and institutions who have any experience in dealing with this and kindred problems.

These resolutions are only, of course, preliminary. They have now to be submitted by the School Management Committee to the Board, and we must await the issue, which may no doubt be delayed by the coming election. But at least the ground has been much cleared, and an important step forward has been taken. Meanwhile I should like to appeal to the Settlements, especially the Women's Settlements of London. In the district with which I am more particularly acquainted, in Finsbury and Marylebone, I hope before long to carry through an inquiry as exhaustive as possible into the numbers and conditions of the crippled and invalid children of school age. In Finsbury and Marylebone alone there are some three hundred of these children, probably many more. Will the settlements in the South and East of London take up similar work? We shall be delighted to give any hints or assistance we can, and to show what has been already done. Every day brings me fresh information that shows how real is the need we are exploring, how pitiful the suffering and isolation, to which the community, through these new schools, may yet bring help and hope. Let us be the first country in the world to establish these cripple day schools, and to establish them well!—with all prudence, yet with all tenderness

and courage. They may be costly ; but it is evident none the less that they will ultimately be profitable. Many children by their timely care will be saved from incurable illness and weakness, and given back to ordinary life. Many others, for whom fully restored health is not to be hoped, will be enabled to use whatever faculty they have to the best advantage, to become, in spite of their infirmities, useful and self-supporting men and women. For some, on the other hand, all you can do is to make them happy for a time, to draw them out of loneliness and idleness, to bring them for a time the joy of employment with their hands and heads, to give them good food and good air, to surround them with kind looks and friendly voices. Then the little life will cease. It may have been too deeply bruised for your healing ; another compassion than yours will take it to itself. But are you going to call your care wasted even so ? I think not—while in all the world there is still a child to suffer and a woman to feel !

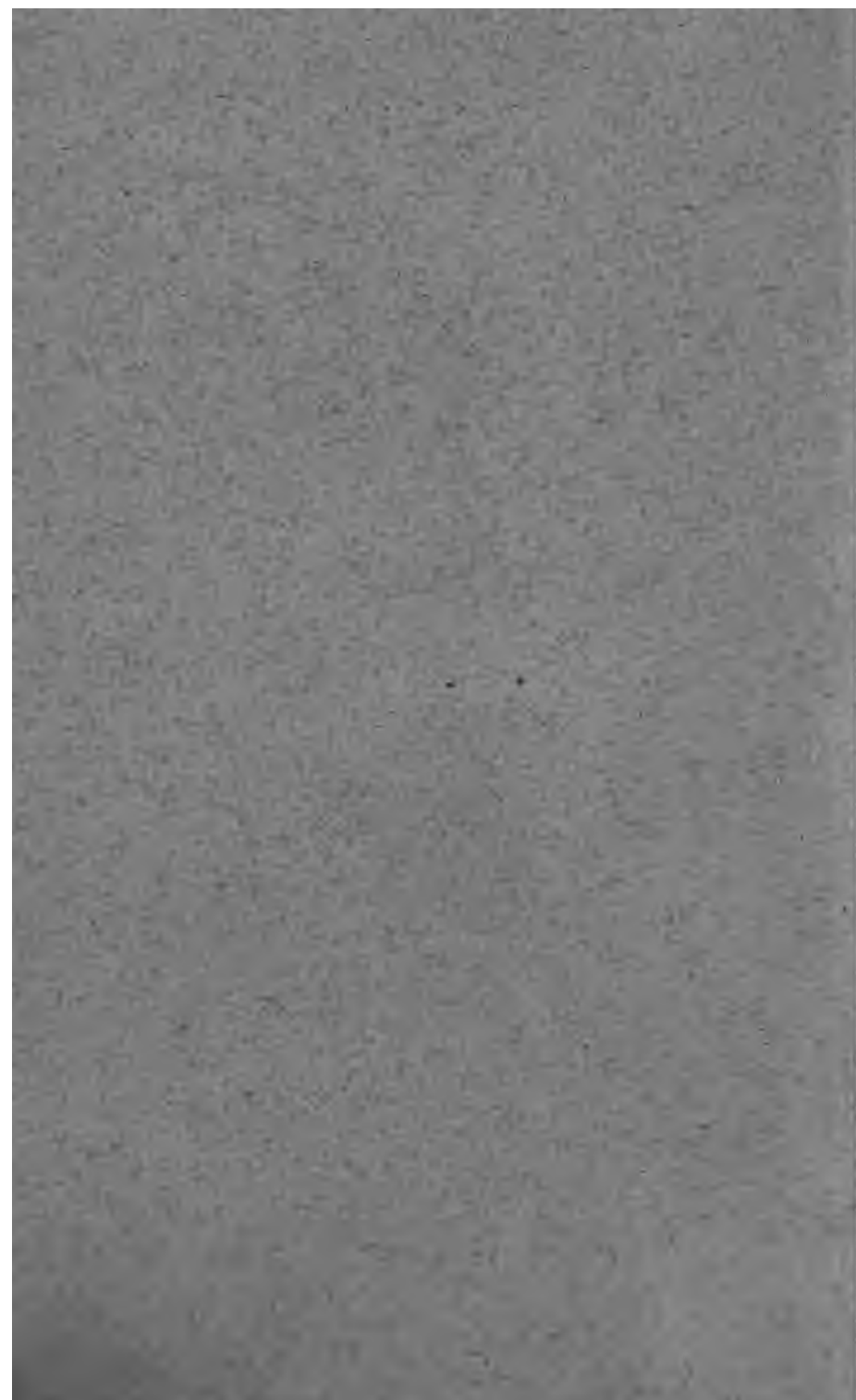
#### APPENDIX.

Since this paper was written, a full enquiry into the circumstances and school conditions of the crippled and delicate children of Finsbury and Marylebone, as scheduled on the School Board list of physically defective children of school age up to Lady-Day last, has been completed—a total of some 300 cases. Of these about 120 appear to be suitable cases for admittance to the new Invalid Classes to be started by the Board. Others are fit for ordinary school ; others again are unfit, temporarily or permanently, for any school. A similar enquiry is to be carried through in the School Board Divisions of Hackney, Southwark, East and West Lambeth. It is hoped that Chelsea, Westminster, Tower Hamlets and Greenwich may be ultimately included, thus completing the School Board district. On the enquiry forms each case is fully described, and maps are being prepared shewing the distribution of the children.

M. A. W.

*December 26th, 1900.*









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